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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2013-2014**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: Who We Are - Maths** | | | | | **Driving  Supporting Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  - Using objects finds 2-number combinations to make numbers from 1 to 4, draws the combination and writes the numbers  - Compares and measures length (short, long) with non-standard units to solve daily life situation. | | | | | | **Skills:** Observing, Application | | | | | |
| **Materials:** Cuisenaire rods, foamy pieces, math notebooks, pencil case. | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 14 Nov. 18-22** | | | | **Time: 45 min.** | |
| **Description** | | | | | | | | | | | |
| **Opening:** Divide the group in two to work in half groups. Teachers should have a checklist in order to register a formative assessment of these two activities. | | | | | | | | | | | |
| **Main Activity:**  **# COMBINATIONS**  Continue practicing the 2 # combinations of numbers 1,2,3,4 using the Cuisenaire rods or the foamy and when they get the combinations ask them to register in the pieces of paper with the bigger squares to facilitate this step.  **MEASUREMENT**  Even though is not in the achievement indicator, we have to include the “Estimation” in the practice. Display different objects to measure length with non-standard units of measurement. In the books will be a chart where they have to register the estimation and the measure of some of those objects.     |  |  |  | | --- | --- | --- | | **OBJECT** | **ESTIMATION** | **MEASURE** | |  |  |  | | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** Use the register to do the formative assessment and plan the next agenda. | | | | | | | | | | | |